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Growing Up to Reading, by Marie E. Alexander ••• When and How to Begin Reading, by Mary Evelyn Watkins ••• The Growth of an Activity, by Margaret Pittman ••• Democracy in Education, by Paul Hounchell •

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GROWING UP TO READING

READING is important only because it makes better people and helps them to live better in society. It has no importance in and of itself. It is a means to other and more valuable ends. Some of these values are: Silent reading for pleasure as a leisure activity, sharing orally good literature with others, getting information, and following directions. If the person who learns to read does not use reading to get these values, why should he call words and go through the reading motions in school? In teaching children, then, the teacher will get better results if she remembers the *can* and *will* used by Kilpatrick.[1] Children must be so taught that they are both willing and able to read. They must *want* to read, in other words, and they must learn certain techniques so as to gain the ability to read, in other words, and they must learn certain techniques so as to gain the ability to read. *When* and *how* to help the children learn these techniques seems to be the point at which many people stop thinking in terms of child nature and follow patterns.

If we accept the premise that reading is to be used in the development of people, we must pay attention at all times to the development of the wish or desire to read. To do this task well it is necessary for us to be both *willing* and *able* to study the child as a person. Just *when* is he in readiness for reading instruction or when can reading be used in his development? The fact that a child reached the six-year mark chronologically has been the signal to start reading instruction in most cases in the past and too often at the present time. This practice has given disastrous results. Many children have experienced failure in their first year's work and have become emotionally upset. Teachers have tried the hurry-up process to make children read and have caused word calling, dislike for reading, and many other serious problems. Those in authority have expected everyone to learn to read during the first year of school. Pressure has been exerted and passed on down, causing misery to everyone including the child. All because of someone's fixed standards, a certain amount of reading became important and proper attention was not given to the development of the child as a whole.

The best thought now is rejecting chronological age as the criterion for beginning instruction in reading, and many attempts are being made to establish more reliable criteria. It is recognized that there is a kind of intellectual development or inner maturation that we cannot directly *do* anything about. There is another kind of intellectual development which we *can* do much about and that happens through training and experience.[2] The inner maturation[3] spoken of includes such points as mental age of six and one-half years, ability to see likenesses and differences, ability to remember word forms, memory span of ideas, and ability to do abstract thinking.

That such abilities cannot be hurried up by definite training has been shown by experimentation. A quotation from Jersild[4] concerning memory span illustrates this point.

"The question may now be raised to what degree can the memory span be lengthened simply by concentrated training? One group of children in the study by Gates and Taylor received training designed to increase their memory span for digits. Their performance before and after training was

[1] Wm. H. Kilpatrick, *Foundations of Method*, p. 190. New York: The Macmillan Company, 1925.

[2] M Lucille Harrison, *Reading Readings*, Chap. ii, Boston: Houghton Mifflin Co., 1936.

[3] *Op. cit.*, pp. 6-7.

[4] Arthur T. Jersild, *Child Psychology*, p. 267. New York: Prentice-Hall, Inc., 1933.

compared with that of an equivalent control group, and it was found that training alone did not give the practiced children a lasting superiority over their peers."

Jersild made an experiment using words, testing free association, and Strayer used language. These experiments have given the same testimony:[5] Growth cannot be hurried.

The teacher, therefore, should be concerned with those things which *can* be changed in the development of the child instead of trying to devise schemes for making the child do that for which he is not fitted. Ruth Streitz[6] in her chapter "When should reading experiences begin?" in *Growth and Development: The Basis for Educational Programs,* reports an interesting experiment in the Cincinnati Public Schools. In 1931-32 Miss Allie M. Hines, Director of primary grades, made a comprehensive study of first-grade children who were repeating the grade because of inability to read. She found about one-fifth of the children were repeating and that seventy-five per cent of these repeaters were mentally immature for reading. Six and one-half years mentally is considered the earliest age for reading instruction to begin—not because a child mentally younger cannot learn parrot-like some of the symbols, but because it is not possible for children to really use reading understandingly at an earlier age. Reading is more than recognizing and calling words. It is a complex activity which requires the ability to reason and do abstract thinking. To be meaningful, words must recall ideas and make connections in the mind with other ideas; thus reading pre-supposes a fund of concepts and the ability to understand relationships. We are concerned, then, with those experiences we can give young children which will best allow these abilities to develop rather than with the use of printed symbols at the outset.

[5]*Op. Cit.,* p. 60.
[6]Ruth Streitz et al, *Growth and Development: The Basis for Educational Programs,* p. 192.

When teachers of first grade are given all the children who are six years old chronologically without regard to mental age and physical development, they must begin where these individuals actually *are*—not where they *wish* all of them *were*. Such a group of first-grade children usually ranges from the mental age of four to eight years. There may be a few gifted children above this range of mental age, and a few defectives below. It is obvious, then, that all of these children are not ready to begin to use symbols.

Since it is the task of the teacher to begin where these *many* individuals are, she must begin with experiences. Each child can thus take part in some work at which he feels very much at home. He works purposefully with *things* and learns to talk in terms of objects he can see and touch. From such manipulation and observation every child gets many ideas and concepts upon which his ability to think is built. Along with such understanding, spoken language is accumulated and much use of spoken language certainly precedes the use of symbols. In other words, children *do, talk,* and *learn.* Sensory experiences form the natural connection between the minds of the children and the world about them. Activities, then, form the basis for accumulating ideas and words to fit them, and growth takes place.

The activities in which the children engage must be of worth to the children themselves. The children must see *sense* in doing them, in other words. Each child, therefore, must choose a job. The teacher may assist and stimulate, but the choice should be the child's own. In order to be of service in the selection of profitable work, the teacher will need to know the backgrounds and the abilities of those who make up her group. She will better understand the choices of the children and will be more able to assist wisely. The teacher will be most helpful if she talks with the group about their choices and gives them the op-

portunity of exchanging ideas. An exchange of ideas in the group is stimulating to children who have few ideas for work and it develops ability in language. In such a talk with her children, one first-grade teacher found that several members of the group owned unusual pets which they wished to bring to school. They began to construct pens for their pets and to learn the type of treatment which should be given the pets for a day or two at school. Other children, in like manner, selected jobs they wanted to do. There were, then, several types of activities going on and many interesting things to talk about in the group. The teacher, with a fund of correct information as her background, guided the discussion so as to encourage constructive thinking. Thus, she raised the expression of ideas and the choice of words to a higher level and gradually worked for better enunciation and pronunciation. At all times she kept the children feeling at ease and eager to express their thoughts.

In the matters of enunciation and pronunciation there is much individual work to be done. Every year some children have to be taught to say *fruit* instead of *thruit* and *from* instead of *throm;* the *d* is used for *g* and *t* for *c*. Many children say *drass* for *grass* and *atross* for *across*. Every year children need to be taught that there is no such word as *smorning*. When shown a sentence which read, "This morning we went to the fire station," two or three children in the group wanted to know where *smorning* was in the sentence. They were puzzled when they found out that two words were there instead of one. In order to detect and remedy such errors of speech, the teacher needs to be keenly aware of what the children are saying and tactful in her correction. The errors must be corrected by showing the child how to use his tongue and lips to make the proper sound. The ear must also be trained to hear the difference between such sounds as *th* and *f*, *d* and *g* in words. This individual work is only one of the many reasons for having small first-grade groups. Without many opportunities for talking, errors in speech will never be discovered and children will continue to practice the wrong forms of words. Incorrect pronunciations will surely confuse the child when he begins to read; therefore, the duty of the teacher is to help each child grow in the ability to use language meaningfully and correctly.

To be sure that the children use language meaningfully, it is necessary for the teacher to check constantly to see what concepts the children are building. If false concepts are built, accurate reading will not result when the children begin to use books. Even though it takes much time and energy to find out what the children are thinking, the teacher must do it in order to build clear-cut, correct concepts which must form a background for reading. Harrison, in *Reading Readiness*[7], reports an example of the development of a wrong concept. A teacher explained the meaning of the word *igloo* to the children and told them that instead of ice they could use cornstarch and salt to make an igloo. The children did much to set up an Eskimo scene on the floor. When some visitors came in and began to talk to the children, it was discovered that some of them had the idea that Eskimos made igloos of cornstarch and salt. The word *igloo* had the wrong concept attached to it in the minds of the children; therefore, any use of this symbol in reading would not have had correct meaning.

A young teacher taught a group of first-grade children a song which began with these words: "Hop, hop, hop! reins I will not drop." That afternoon of the children sang the song at home with these words: "Hop, hop, hop! 'range 'em in a drop." The teacher had not discussed the meaning of the words with the children and each

[7] *Ibid.*, p. 37.

child repeated what *he* heard without meaning.

This difficulty frequently occurs when the children get away from first-hand experiences and the teacher does not connect the new ideas with the experiences which the children have had. Enough importance is not attached to the mental pictures which the child is receiving through the words he learns.

The more meaningful the experiences are to the children, the better the growth in every way. A program of meaningful experiences in the school will help the children get a wealth of correct concepts, a broad spoken vocabulary, more accurate enunciation and pronunciation, more ability to think, and a desire to read. In such a program the teacher is developing the individual as a useful person in society and in so doing is developing those abilities which produce both the *desire* and the *ability* to read. If reading from books is considered a meaningful activity only after the child has reached sufficient maturity, it can be a natural activity. The school can, therefore, remove the strain and waste of energy on the part of children and teachers in connection with learning to read. Ruth Streitz[8] says that "if the organism is not 'ready' we need devices, some machinery, or some mechanical way of stimulating the organism to respond. So, teachers have had a fairy sitting upon every word in order to aid the child in maturing instead of having actual experiences that need no such dressing up."

This paper has considered *reading* as a stage of child development at which children cannot arrive according to a prearranged schedule. Through wide experiences they grow and acquire abilities which make reading not only possible and profitable, but a pleasant activity. The children *can* and *will* use reading in purposeful living if they are so taught that they accumulate a wealth of accurate concepts and habits of speech which will give meaning to printed language.

Such physical factors as general health, vision, and hearing greatly influence readiness for reading, but that subject is too large to include in this discussion.

MARIE E. ALEXANDER

[8] *Ibid.*, p. 195.

WHEN AND HOW TO BEGIN READING

ALTHOUGH a great deal has been written on the subject of beginning reading, first-grade teachers are still confronted with the question of what to do with six-year-olds who come into the first grade in September, many of whom are not yet mature enough to start a formal reading program. In this article three phases of the problem will be briefly discussed: (a) how to know when a child is ready to read, (b) what to do with the child who is *not* ready to read, and (c) how to begin with the child who *is* ready to read.

No longer do first-grade teachers assume that a child's chronological age of six years is the criterion for determining his readiness for beginning reading. Nor do they lay special emphasis on the child's mental ability as the chief determining factor. The whole child is studied; his mental, physical, and emotional make-up are considered in deciding whether or not he is mature enough to profit by definite reading activities. By means of intelligence tests, physical examinations, reading readiness tests, and close observation, teachers determine the child's readiness for reading. Some of the factors considered are as follows:

1. A chronological and mental age of approximately 6½ years.
2. Good physical health, including normal speech, vision, and hearing.
3. Emotional adjustment to school and the ability to work satisfactorily with others.
4. Good English habits, including the

ability to speak distinctly, to enunciate words clearly, and to speak in simple sentences.

5. The ability to remember a sequence of events, and to repeat and carry out simple directions accurately.
6. A rich background of experiences and a large speaking vocabulary.
7. The ability to plan carefully, to solve problems which arise, and to concentrate on a job until it is finished.
8. The ability to distinguish differences and similarities in form.
9. A keen interest in books and a desire to read.

After careful examination and observation of the children who enter the first grade in September, some children will be found to be immature and inexperienced and not yet ready to start reading. For such children a program including worthwhile experiences in literature, art, music, and science should be planned. There are many activities which will help to build up the right attitudes, help to enlarge the child's background of experiences, and aid the child in making the needed adjustments socially and emotionally. Some suggestions are as follows:

1. Through such activities as trips, discussions, and the reading and telling of stories, a background of information and a large speaking vocabulary can be built up. By observation, experimentation, and questioning, new ideas can be grasped and concepts enriched. Any community offers many opportunities for both first hand and vicarious experiences.
2. By discussing new books, by reading stories and poems, and by showing what fun it is to find out what books "say," a desire to read can be stimulated. Reading the content under pictures in answer to children's questions will help to stimulate an interest in books. Children can be trained in the use of books; as, how to handle them and how to turn their pages. With books attractively displayed, the reading corner can become one of the favorite spots in the classroom. Bringing books from home to share with the other children is a worth-while activity. There might even be a shelf in the book case labeled "Books from Home."
3. Through such activities as dramatization, the use of picture books that tell a continuous story, picture shows (which the children can make), and the retelling of stories, the ability to keep in mind a sequence of events can be improved. A little can be done to increase the memory span through such activities as carrying messages and following directions which are clearly and simply given.
4. By participating in discussions, dictating stories, and reading pictures and picture books, the child can improve his language facilities. He can be aided in learning to speak clearly in simple sentences, pronouncing and enunciating his words distinctly. The constant use of good English on the part of the teacher is very important.
5. The power of visual discrimination can be developed by matching pictures, matching duplicate labels and name cards, using puzzles, and picking out like and unlike pictures. The child can be helped to see differences and likenesses in forms, a very important item in learning to read.
6. By listening to initial consonants, by hearing words clearly pronounced, and by having attention called to the fact that some of the words sound alike, auditory discrimination can gradually be developed. Reading nonsense rhymes is valuable both in affording fun for the child and in giving him an opportunity to hear words that sound alike. Watching the teacher's lip movements when sounding

words will help to train the child in auditory discrimination.

7. By explaining the left to right movement in reading and by letting the child see that principle constantly in use, the correct eye movement of left to right can be learned by the child.
8. Through planning and carrying out group and individual activities the child can learn to do problematic thinking and to concentrate on a job until it is finished. The type of activities usually carried out in work periods will help to meet this need of the child.

Although some first grade children may need a readiness period of weeks or even months (including activities similar to the ones mentioned above), other children show by their good physical and emotional health, their broad background of experiences, and their ability to speak fluently, that they are ready to learn to read soon after they enter the first grade. For such children the development of ideas through rich experiences is continued, and the development of a meaningful vocabulary to express their ideas is continued. For those children, however, there is also the beginning of the development of the ability to recognize the symbols which are used to express their ideas in reading.

The child's first reading material comes from experience stories which are dictated by the child and recorded by the teacher. The stories may be printed on tagboard or unprinted newspaper and put together to form the child's first reading book. These stories may be typed (on a typewriter equipped with primer-type) or hectographed so that each child can have a book of his own. Children also delight in making their own individual picture-story books, drawing pictures and dictating stories which are printed or typed by the teacher. From these early stories the child begins to learn correct reading habits, he builds up the right attitude toward reading, he learns how stories are really made, he develops some sentence sense, and he begins to recognize a few words.

Interesting bits of news, stories about pictures, announcements of plans for the day and trips to be taken might be posted on the bulletin boards. Action games, matching games, puzzles, and other games which can be made by the teacher are fun for the child. Labels should be used when needed, and name cards should be available for identifying lockers and filling out charts. Reading recipes from the blackboard when engaging in a cooking experience, as making apple sauce, candy, or cookies, is a very worth-while activity. Recording interesting news which the children relate and putting the news together to form a newspaper makes excellent reading material. The news can be printed on unprinted newspaper and pasted on large sheets of brown wrapping paper. The teacher might also type or hectograph the news so that each child could have a copy of the newspaper.

One experience which should be frequently encouraged is reading pictures in books. The child may be given an opportunity to make up his own story about the pictures in a new book. After several childen have read the pictures to the class, the children have much fun in hearing the teacher read the story just as it is written in the book. Children also enjoy reading the pictures in familiar books which they have memorized by hearing the teacher read the story over and over in response to the frequent cry, "Read it again."

After many reading experiences similar to the above, numerous attractive pre-primers are available for use. At first the child may need to be helped a great deal, assisted in anticipating the story, and often merely told what the story says. He needs to be kept going at the rate that will challenge him but not so fast that he will become discouraged. From the beginning the child

should be led to understand that reading is thought-getting and that for him reading is a pleasurable and useful experience. If he is hampered by the inability to recognize words, however, he may become discouraged and he will not be able to continue to read for thought. By frequently seeing words in meaningful situations he will gradually build up a reading vocabulary. He will soon need some help, however, in figuring out new words for himself. Picture clues, context clues, and word configuration will assist him in becoming more independent in recognizing new words. Eventually each child should develop independent methods of attacking new words.

In this article no attempt will be made to discuss further the problems involved in beginning reading. The splendid manuals which accompany some of the new readers will be helpful to the first-grade teacher who is looking for assistance in teaching reading. There are also numerous books and articles on reading, many of them offering excellent ideas for the first-grade teacher. Many attractive children's books, too, have been placed on the market during the past few years, thus making it easy for the first grade teacher to find suitable material for children at any stage in reading. The important thing for the teacher to do is first to study the child, and after determining his readiness for reading, to help him grow naturally and gradually, eventually becoming an independent reader with a keen interest in reading and a great love for books. After all, that is the goal teachers are striving to reach in reading, regardless of the methods they use in attaining that goal.

Mary Evelyn Watkins

A well-known analyst of retail sales points out that women spend 85 cents of every dollar. Such a wife is a jewel. So many spend $1.37.—*Detroit News.*

THE GROWTH OF AN ACTIVITY

Peg Price tapped the toe of her black patent leather pump nervously, as she regarded the minute hand of her watch. That ever-increasing fear so dampened her spirits and upset her mind that it was impossible for her to rehearse the speech so carefully prepared.

What was there to be afraid of, anyway? Wasn't she amply prepared? Wouldn't her experience of student teaching in the 4B grade at Main Street School be of some value in this interview? Hadn't her supervisor helped her to develop a philosophy of education which was almost fool-proof.

Without warning, Peg's train of thought was interrupted by the appearance of a sinister looking figure, all bushy eyebrows and bay-window. "He couldn't be, please don't let him be the superintendent," breathed Peggy to herself.

There was a rushing of air as he passed her and banged through the door, marked "Private—Superintendent McGill."

As she waited, there came a determination to show this man how his views on education were a bit antiquated. "How is it possible for anyone living in a changing civilization to keep the same point of view?" thought Peg. "Progressive education has so much to offer. The experience of reading the book *Hitty, Her First Hundred Years,* and the numerous activities which grew out of it, down at the Main Street School, would certainly provide an excellent example of what progressive education and creativity can do toward the development of the whole child."

Five minutes of tense waiting, and then the chilly voice of the secretary broke the strained silence. "You are Miss Price?" she queried.

"Yes, I am," replied Peg weakly.

"You may come in," suggested Miss Snead, the secretary.

This office reflected the man's personality. It was cold, drab, and gray. There he sat behind his desk, which acted as an impenetrable wall. His glance took in every bit of her costume. She was glad she had worn that natural nail polish, and a conservative hat, instead of her doll hat that did things to most people. This man was beyond doing things to. The word glamour was probably not in his dictionary. What was it that Dr. Hounchell had said about dazzling people?

Almost before she was seated, he began a rapid fire of talk that would indicate that his time was limited.

"Miss Pittman," he began, "I have a record of your standing at Madison College. The recommendations have been satisfactory enough. Still, there are so many other things worthy of consideration. For instance, will you be able to direct the Glee Club, teach art, coach the basketball team, and help with dramatics?"

What was the man looking for? One would need diversified knowledge and talent to fill a position like that. Then Peg remembered what her organ teacher had once said about taking a chance at something you weren't sure about. She answered Mr. McGill's question in the affirmative.

Then, at last, came the question which was uppermost in her mind, and one which was of vital importance to her. Mr. McGill asked, "What is your opinion of this new progressive education?"

Peg began in a clear voice. "I believe that this new method of education is the one in which the whole child is most completely developed."

Mr. McGill became more informative. "For years I have been fighting anything that was a complete change from the old form of teaching the fundamentals of education. However, I am forced to change my point of view. I am able to secure only progressive teachers to fill the vacancies which are created, for one reason or another, in my school system. Still, I am not exactly convinced that this method is working, and I doubt seriously that you will be able to erase those suspicions."

Peg opened her brief case and took out a few pictures. "Mr. McGill," she offered, "I have an unlimited amount of time in which to give you evidence that progressive education is, in many cases, accomplishing its aims. Could you give me a bit of your time? I know you are quite busy."

He consented, and so she began. "Last fall I was a student teacher in the 4B grade om the Main Street School, under Miss Jane Eliason's guidance.

"To me, the teaching profession had always appeared to be one accompanied by a great deal of hard work and a very small salary. However, since I have been working with a creativity program, I have found that working with children is exciting, and affords other compensations than money.

"It is observing the development taking place through this program that gives one such satisfaction. Every child has the seed planted within him, but often the adult plucks the bud, or destroys the root, and the flower which might have bloomed to shower its fragrance on the world has gone to return no more.

She didn't realize how rhapsodic she was becoming. Mr. McGill was about to interrupt, but smiled and didn't.

Peg continued, "Let me tell you about an activity program which was motivated by listening to the book *Hitty,* written by Rachael Field, and illustrated by Dorothy Lathrop. The story is told that these two had seen a little doll in the window of an antique shop which they passed occasionally in Greenwich Village. Both were interested in the doll. Finally, Miss Field wrote a story of the doll's life and adventures, and Miss Lathrop drew the illustrations. When the story was completed, both wished to buy the doll, but neither wanted to stand in the other's way. At last, Miss

Lathrop bought her and presented her to Miss Field as a gift.

"A copy of this book made its appearance in the fourth grade. We began to read it. It was the second book which had been read, the other having been *The Five Little Peppers,* which was the children's choice. The children and teacher take turns in selecting the books to be read. The books which the children bring are not always particularly well written. Our method of selection insures against the omission of the better types of children's literature. When the book *Hitty* was introduced, the children soon began to show signs of interest."

Mr. McGill interrupted, "What has this to do with the new education?"

"It has everything to do with it. For example, take the activities which arose as a result. At the very first they were eager to learn a bit about the lives of Rachael Field and Dorothy Lathrop. Later on, we read passages which referred to Charles Dickens and John Greenleaf Whittier. The student teachers looked up information concerning these two authors, who were formerly unknown to the children.

"Hitty, in her lifetime, traveled in many parts of the world. The children decided that it would be nice to make a map showing the places she visited. Miss Miller, another teacher, drew a map of the world, showing only the boundary lines of the continents. Before the places were located, the group decided they wanted a borden design around the map. Here they ran into difficulty.

"In Art class, the boys and girls were working on designs to be used on the map. It was near Hallowe'en, and naturally some of the designs carried out a Hallowe'en motif as to line and color. Only a few displayed ideas derived from the book. The children were allowed to vote as to which design they preferred. The one with the most color attracted their attention, and so the Hallowe'en design received the largest number of votes. It was impossible to use this design on the map. Yet it was the children's choice. What was the solution to this problem? Finally, the teachers had some discussion of the winning design and the one next in preference. They pointed out that the design which did not win had possibilities, because its subject was related to the book. When a re-vote was taken, the design which had seemed most desirable to the teachers won. The border of this design was composed of a chain of anchors. It was Fred Fishback's idea, and he applied the border to the map with blue crayon.

"Since Bill May prints rather well, he was given the job of locating on the map the places which Hitty visited. This activity correlated art and geography. Bill found it necessary to consult his geography book before printing the map.

"After the printing was completed, the boys and girls began to draw pictures to illustrate the means of transportation which Hitty used. All the pictures were drawn free hand, cut out and traced on the map. We looked up information concerning the types of vehicles used in Hitty's day. Since Hitty lived for a hundred years, the map had to show the development of transportation over a hundred years.

"When Hitty was very young, she took a trip on a whaling vessel to the south seas. Elizabeth Nusbaum drew the vessel which was used on the map. The whales that Martha Aldhizer drew were quite realistic looking.

"When my teaching period was completed, James and Vernon were working on trains and stage coaches to represent the ones which Hitty rode in."

Mr. McGill began to speak. "This all sounds like an ideal situation," he said, "but aren't there other pupils besides the ones you have mentioned? What activities did they participate in?"

"Certainly," Peg continued. "Each child had an opportunity to take part in some

activity. The purpose of creative education is to develop each child physically, mentally, emotionally, and spiritually. Every individual has a language of his own which he speaks out of his heart.

"It was impossible for everyone to work on the map, and fortunately some preferred other activities.

"Billy Fitzwater carved Hitty out of wood. Legs, arms, and head were carved separately from the body. At first Billy used nails to attach the parts of the body; then he discovered that the nails were splitting the wood. He began to look for some other means of holding the parts together. When I left, he had not found a solution to the problem. He and the teacher will continue to try different methods until they find one that is satisfactory.

"Peggy, Sue, Janice, Agnes, and Martha made the clothes for Hitty. Their mothers gave them old scraps of material to use. This activity correlated sewing and art."

"Is everything you teach correlated with other studies?" asked Mr. McGill.

"Indeed it is," Peg replied. "A subject loses most of its value when it is isolated."

She continued: "The children participated in a contest, sponsored by Saks Fifth Avenue, for the cover of their Spring catalog. Elizabeth's idea for her picture came from the book *Hitty*. She drew the scene of the whaling expedition. I have the picture here."

"Is this her conception of the scene?" asked Mr. McGill.

"Most certainly. The new school assumes that the child is endowed with the power to express himself, and that this innate capacity is immensely worth cultivation. Every child is a potential artist and should not be required to live by some one else's patterns. If we realized this, children would have more confidence in us. We regard the child who has conformed to pattern as the most successful; we should receive the creative product with appreciation and respect, not with storm and disappointment.

"Let me tell you more about Elizabeth's picture. She developed it in her own way. I acted as a guide, and offered the necessary suggestions."

"What were they?"

"Oh, suggestions regarding color, harmony, line, and perspective. A child may become familiar with art principles through experience with one picture. She will remember these principles for a longer period of time, since she has had this experience. This is what Dewey calls 'learning by doing.' If we had merely had a discussion of this, the ideas would not have made as lasting an impression.

"Now, Mr. McGill, have I proved my point?"

"You can't expect an old man to change his point of view in so short a time, but I mean to give it due consideration. The program sounds ideal. But have you accomplished the aims, and the attitudes that the new curriculum speaks of?"

"That is easily seen as an outcome of this activity. Through listening to the book, they learned how to listen well. They developed an appreciation of books by good authors, and became acquainted with other writers.

"The children, through sewing, drawing, and woodwork developed an appreciation of the beautiful.

"As the children worked together, they learned to be co-operative, and to respect the opinion of others."

At this point, Miss Snead, the secretary, opened the door to remind the superintendent of an important engagement.

"You will excuse me?" he asked.

"Surely," Peg replied. "Still, you haven't given me your reaction to all this. I am very much interested."

What was this? Was he actually smiling, this Mr. Fuzzy Eyebrows who could have

passed for Grumpy any day? He was beaming. Then he began to speak while Peg listened weakly.

"All I have to say is this: If an activity of this sort will work in your school so successfully, it should work to some degree in my school. With you in our school system next year, we should learn much about progressive education."

With that he was gone. Peg sank weakly into the nearest chair. Did he mean that she had the job? Evidently, he did.

Slowly she said to herself, *"The creative spirit is something more than a product in clay and canvas. It is dancing, rhythmic living, a laugh, a flash of the mind, strength of control, swiftness of action, an unwritten poem, a song without words. It is life adding its invisible cells to more and abundant life. It's my job to set this spirit free."*

MARGARET PITTMAN

DEMOCRACY IN EDUCATION

A STATEMENT OF APPLICATIONS OF THE DEMOCRATIC CONCEPTION IN EDUCATION WITH SOME REMAINING GOALS TO BE ATTAINED AND DIFFICULTIES TO BE OVERCOME

UNIVERSAL education is a pretty large order. The ideal of educating all the children, even when stated in terms of the product wanted, leaves much of the outline to be filled in practically. During 300 years much has been settled, but much remains to be worked out. It goes without saying that the schools must themselves be democratic, for men do not "gather grapes of thorns nor figs of thistles." Democrats are not produced by autocratic institutions. Formal education in the schools should be but the beginning of a life of usefulness by each pupil. The practical shaping of popular education is difficult. Is America equal to the task so bravely and hopefully launched?

I. The Democratic Ideal Shapes Education

Government by the people has always been more of an ideal than a reality. Education of and for all the people has here been more nearly attained than elsewhere. Thomas Jefferson warmly sponsored the cause of the people both in government and in education, but examination of his plan for education in Virginia makes it clear that all the children of the poor, except one for each school, would grow up with only three short years in a one-teacher school. Even all but a few of the chosen poor were to be rejected as "rubbish" in another year or two. After America's 150 years of national existence, it is a truism to state the proposition that an educated electorate is the very cornerstone of any democratic structure. It also seems a sound proposal that educational procedures should be carried out through agencies that operate along democratic lines, by policies that contribute to turning out a democratic product. Some points related to the democratic ideal are here indicated.

1. *Each person will have all the education he can get and take.* The public will provide schooling for all, for as many years and along as many lines as practical. The cost is thought of as an investment, not just an expenditure. The individual will go through the school that is common for all as far as his ability will carry him, and along lines of preparation he can succeed at and later use, unless other forces require efforts along less useful lines. Only the factors of the public's ability to pay and the individual's ability to do the work will limit the extent of the educational enterprise, until the taking up of adult duties. With millions of adults unemployed, there is no great demand any more that youngsters begin work early. Even for employed adults, many part-time opportunities for practical or cultural education are possible. If education is the way of life for a nation, no program limited in time or offering will suffice.

2. *The level of living forces education up.* It is said that even people on relief in America have more to live on than the middle class of people in states of war-worn, war-threatened, tax-ridden Europe. The American laborer is the best paid and most independent in all the world. His children attend a public school, sometimes provided mainly by the concern that employs him. The person of small affairs in city or town, just the average citizen, employed or in business for himself, enjoys luxuries unheard of except in America. All the children attend the public schools together—those of town fathers, professional people, business leaders, clerks, laborers, people on relief. This is the leveling that comes with universal education. It takes place most vitally at the bottom, for the common people. The level can never be raised any other way. Some think it reduces correspondingly those formerly at the top of the heap, but this does not necessarily follow, probably does not. What most vigorously does take place is neither raising nor reducing people, but the changing to a common denominator of something that public education does to people. Former distinctions lose their force as education of all the people sets up new standards of values and new ways of thinking.

3. *The people are partners in education.* In a country committed to the principles that men have equal privileges in pursuing happiness and in enjoying liberty, there is a mutual concern that all contribute to the joint effort at uplift, share in the fruits of the joint effort, and prosper in turn, each somewhat in proportion to his share in working things out. The same principle works for education with the important added feature that all have the advantages, whether able or not to help much with the initial provision of facilities, seeing that those educated through effort or by pay of others will during their lifetime, recompense for their schooling as contributing members of society. If education is a necessary way of living, then none can fail to receive the benefits without loss for all. This is the basic reason for compulsory education and public support, even at the apparent cost of a certain kind of liberty. In this way democracy and education are inevitably linked together in America. For democracy to function, there must be education.

4. *The schools are centers for democratic living.* One really learns the things he does. He may do the things actually as a matter of experience or get it vicariously through the acts of another. Experience of some sort there must be for all learning. The major task of the schools is to produce citizens who have learned, whose ideals and actions contribute to better living for all. Experience in a democratic set-up of home and school and community is necessary to produce citizens devoted to democracy. The school must itself be democratic in organization and administration, as well as in the participation by all and the sharing of its benefits by all. The regimen of dictatorship, with the exclusiveness of cliques and with disorder growing out of carelessness or selfishness or indifference, has no place. Everyone must contribute and share in all benefits. Each is good to the extent that he does his part and gets what he can. It is a case of applying the old proverb: "Pretty is as pretty does." The force of public opinion, a sense of fairness existing in most youngsters, the counsel of wise and unselfish teachers, can make a genuine democracy of the school.

5. *The present situation demands more efficient, faster moving education.* The civilized world is divided into armed camps. Armament expenditures in many countries exceed the cost of education. In our own country the total this year for national defense is not so far below that for schools. The cost of one battleship, added to resources already available, would provide adequate schooling for a calendar year for every child, white and black, from kinder-

garten through university, in a block of states too poor to pay for schools. Ten millions unemployed with plenty of work needing to be done probably argues for different education as well as more. Labor disturbances with so many people wanting work may be the social cry for a better system of education that makes people able and willing to work. If education is as important as it seems to have become in America, then it is important to make a complete job of it in all parts of the nation. The kind should be that which increases enjoyment of liberty and pursuit of happiness. It might even promote a more perfect union among the states!

II. *Some Indispensables in Education*

By definite steps education has climbed during 300 years in America to what seems a sure footing. The people have a sort of blind faith in the efficacy of education, even if they feel no certainty about particulars. A philosophy of education is gradually evolving, to fit the newer psychology of human nature and learning in one direction, to harmonize with a conception of government by the consent and participation of citizens in another direction. The three forces of applied psychology, philosophy, and government tend to produce a pattern of democratic education peculiar to America, the American system. It seems we are entering upon an era in education when circumstances conspire, or forces converge, to bring about striking progress. Some of these factors can be noted.

1. *Pupils are partners in their own education.* If government is for and by consent of the governed, why not education in cooperation with those being educated? In this way the best effort at improvement can probably be secured. The time has passed when the chief recommendation for a bit of learning is that it must be hard or uninteresting. Very difficult things can be done through a child's own efforts if there is enough value seen and felt to sustain interest as a means of keeping up effort. Pupils learn what they do, not the things they dawdle over or stumble through by a series of punishments as penalties or list of rewards as pay-offs. Human initiative for personal improvement can be enlisted at any stage of school life. Pupils must be enlisted in directing their own growth along all the needed lines. Education is something they get, not something teachers force upon them. They are ready to become full partners in planning, working out, interpreting, and applying their own education, under the leadership of teachers who are educated and interested in child development. There is no place for thinking or acting autocratically in a schoolroom, under present conceptions of child growth and government.

2. *The ablest pupils will grow into leaders.* Those children who have fine qualities of intellect and the traits of humanness, unselfishness, and interest in the welfare of others will naturally become the leaders of their fellows. Only those able and willing to put forth the effort may lead. This leadership will assert itself at school, both in classwork and room management, and will call for corresponding co-operation of other pupils who are glad to follow. Thus leaders and followers are developed by the same procedure, perhaps as many leaders as there are pupils who have leadership ability when there are proper efforts to distribute opportunities to lead. Even leaders at one time are followers at other times. Each does what he can, proves what he can by trial, when none are denied the chance to learn. Harmony in the group is developed and the foundations for citizenship are laid. There is not much place for demagogues in a generation of citizens well practiced in leading and following. Political charlatans will have little influence with millions upon millions of thinking, independent voters. Leaders will have to be worthy of their place as leaders. The rank and file will follow them or destroy them.

3. *Teachers of ability and education must be had.* It takes teachers of intelligence to teach bright children. No person of less than high average native ability should attempt to teach. A liberal education in all main fields of subject matter is needed, as well as some theory and much practice in working with children in the classroom situation. These three qualifications are indispensable in any teacher. In addition, every teacher must want to teach and be willing to do the work needed in leading, directing, and helping children. Children are entitled to good teachers and society can afford them for its children. Society owes nothing to teachers as such, but much to its children through teachers.

4. *Character is a main item of any person's education.* Anyone who has gone to school for an extended period should come out benefited in all the human qualities which enrich life. The schools should have an important part in character building by providing a wholesome living situation with ample opportunities for mutual helpfulness and co-operation. The lives of teachers and influential pupils should be ennobling. The practice of honesty, unselfishness, respect for property and the rights of others are within the school's range. The school may not entirely overcome the bad effects of other influences, but it should certainly tend to help children live better lives.

5. *Organization of learning should be around living centers.* Activities can have meaning only when they relate to living, within the pupils' range of experience. More activity and application can be made as learning takes place, for in this way school work takes on meaning and enlists the best efforts of children. School can be raised from the level of humdrum tasks, to be accomplished in a limping way against time and a series of penalties, to genuine undertakings conscientiously worked at. Youngsters can be enlisted as partners in their own education. Books become valuable as references, the means to realizing purposes through information and such basic skills as reading, number, drawing, construction. Enough is known about how children learn and the underlying purposes of education to guide educated teachers in working out any schoolroom situation on a basis of worth-while learning units.

III. *Whither in Education?*

Remarkable expansion of educational effort in America has taken place. Our college population is unparalleled in the history of this or any other country. The regular schools have extended outward to include all sorts of courses; and many types of technical or continuation schools, both for people of school age and past school age, have developed in large population centers. By way of downward extension kindergartens and nursery schools are more numerous than ever before, some of them on a relief basis, even. Further extension and experimentation give every promise of becoming more widespread.

Many problems arise in connection with such far-reaching effort to carry on the educational enterprise. Is the expected result worth the effort? Are we driving toward the right goals? Can the practical obstacles be overcome? Some angles of the total situation and some viewpoints which offer solution are stated in closing this discussion.

1. *America is the hope of democracy.* In this shaky world it seems to be democracy or dictatorship. The forces of radicalism and autocracy are up and at conservatism and truly representative government. The people of America have shown little tendency to stage uprisings. On the other hand, they show remarkable change of position on political issues and leaders, sometimes in four short years. Some people believe the essential prosperity, the privileges guaranteed in the Bill of Rights, and a benevolent government which caters to the common man with protection and legislated blessings in return for his vote

are the secrets of smooth going in this country. The ultimate hope is that the masses of the people may act intelligently in their own interest.

Education has a real part to perform in developing informed, thinking, not-too-selfish citizens. They must be prepared to make wise choices and stand upon them when issues are faced, even in the case of international trade and peace or war as overlapping issues. Education can do no less than carry a major part of the load in preserving democracy under the American set-up. The failure of America would be the failure of democracy and of education.

2. *Can education be too practical?* Many people feel that education is prevented by dollar-mark demands; others believe children play through the schools and get no substantial education; still others think schooling drifts toward mediocre standards —ordinary teachers, just average work pitched to the abilities of average children, with indifferent results forced upon brilliant children. Such a set-up fits fairly the middle group it is intended for; is not so far above the downright poor performers that they cannot be moved forward. The strongest pupils suffer for stimulating instruction under such an arrangement. On the other hand, some think the strongest will take care of themselves in any case.

Whatever the merits of these contentions, it certainly takes time for education to become a self-liquidating product that pays its own way. Only part of the results can ever be in dollars; the rest must be in human values and adjustment that transcend mere material blessings that money can buy. It will be a sad day for education if values are ever measured only in earning power. Educators have argued themselves into a real dilemma by placing money value on each day spent in school. On the other hand, the day of restricted education through a small hierarchy of disciplinary subjects seems to be gone forever.

3. *Can the cost be borne?* The increased cost of education is the cost of increased education. Citizens demand more and better education and the schools are trying to give it. Though the cost per child may be small, when that small amount is multiplied by the number of all the children, the total always seems stupendous. Yet, for the year ended the people of Virginia spent just about the same in state-operated ABC stores as for the public education of nearly a million young people. It seems there is no immediate danger of inability to pay for schooling among a people who can afford so much money for luxuries of such doubtful value.

In a recent article circulated nationally President Hutchins gives the arguments for federal support of education in the states. The rising cost of better education presents a real difficulty in the Southern States where children are most abundant, unless some of the national income can be used to educate all of "Uncle Sam's children." We seem to need a national viewpoint and method of attack to make popular education a reality in all parts of the nation.

4. *Is time wasted on schooling?* Some people believe too many hours a day are spent at school, that terms are too long, and too many years are used up on courses too long and too padded. This may be true in the upper schools, but a different viewpoint must enter into the public school picture. There is not any longer employment even for high school graduates. It seems well to keep young people in school until they can be employed, even if that is to age twenty and through junior college. Preparation for the complicated and specialized life of today must be along many and broad lines, both practical and cultural. Most fundamental of all, probably, is the basic nature of education as a contribution to growth, which calls for using all the years of rapid development for the directed ma-

turation wanted in a fine person. The chances are that more hours per day, for more weeks per year, for more years, will be spent on basic education of youth before employment or higher education.

5. *Can teachers be supplied?* One person in a hundred in America teaches. The number may not need to be greatly increased, but the quality of the people who teach needs to be much better, both as to education and personal fitness. Many people are under the impression that there is an oversupply of teachers. This is largely due to the slow-moving administrative machinery which has served to retain many teachers at any given time whose qualifications would not allow them to enter as beginners. There is no oversupply of educated teachers, when measured by any acceptable present standard, but many are allowed to hold on to their jobs because they started when standards were lower. If the teacher-preparing institutions produce at about the present rate, or a little faster, they may turn out enough educated teachers to staff the schools as replacements are needed by reason of death, age, or other reasons. Every extended study of supply and demand for teachers has shown this result. Improvement of teaching personnel must be gradual by placing well prepared beginners in all vacancies that develop. If there should be any considerable arbitrary cutting off of poorly prepared and superannuated teachers there would be acute shortage at once. Teachers can be prepared as needed if all existing facilities are used to maximum capacity.

6. *A fine mingling of values is desired.* Education can be both enjoyable and valuable. The practical is not opposed to the cultural. Much that is cultural can connect with many kinds of work. Only a warped philosophy and misconceived psychology make such separations. The beautiful may exist in natural ruggedness or in delicate slenderness and varied coloring artfully applied. It may be innocent of the handiwork of man or the result of his manipulation of machinery in products artificial in the extreme. Experiences do not have to be abstract or removed from the practical to be cultural, but they may be products derived from actual living with consumer value for the learner. With the breakdown of the old theories of mental discipline and transfer of training, there is no preferred subject matter for general education. Out of the many possibilities for learning, and the many things to learn, chances must be offered each group in its own location and each individual as he is. Variety, balance, interest, present need are vital considerations. A combination of the new and the old usually gets best results, if the old is not too worn and the new not too untried.

7. *Education should be without propaganda.* In America it is not the function of the schools to indoctrinate. Each indidivual is entitled to full information and freedom to think things out as he will. Through history and social functioning, attitudes toward the past and practices in the present grew up. On the other hand, democracy must not fail to teach its own merits. That can be done better as practice than as precept. A democratic school in which each youngster is a citizen-partner is a fine instrument for teaching the democratic ideal. The ideal must come in the long run, certainly and clear-cut, or the school fails as an instrument of democracy.

Teachers will have much to do with shaping ends. More of their influence will be through what they are and how they live with children than through all they may say. Group opinion is shaped by group action, and opinion in turn shapes action. They operate as an endless chain. People both learn what they do and do what they learn. The schools in this way become a real agency for the progressive uplift of each generation of citizens.

PAUL HOUNCHELL

THE TEACHER'S JOE MILLER

THE BOY GREW OLDER

During history lesson the teacher singled out little Bobby to answer a question.

"What happened in 1564?" he asked.

Bobby looked thoughtful.

"Shakespeare was born," he replied, after a while.

"Correct. What happened in 1570?" the teacher asked.

After a long pause Bobby replied: "Shakespeare was six years old."

MAKING IT

First Father: "So your son is in college? How is he making it?"

Second Father: "He isn't. I'm making it and he's spending it."

Betty Ann, making her first trip to a dairy farm, saw a cow with a bell on its neck. She exclaimed, "Oh, Daddy, look at the cow with a lavalier."

Nature is a wonderful thing! A million years ago she didn't know we were going to wear spectacles, yet look at the way she placed our ears.

"Do you think they approved of my speech?" asked the lecturer, hopeful that he had made a good impression.

"Yes, I think so," replied his wife. "They were all nodding."

A well-known speaker lectured to the members of a literary society, and at the end of his address the secretary approached him with a check. This he politely refused, saying that it might be devoted to some charitable purpose.

"Would you mind," asked the secretary, "if we add it to our special fund?"

"Not at all," said the speaker. "What is the special fund for?"

"To enable us to get better lecturers next year."

SAYS WILLIE

Father: "Well, Willie, what did you learn at school today?"

Willie (proudly): "I learned to say 'Yes, sir' and 'No, sir' and 'Yes, ma'am' and 'No ma'am.'"

Father: "You did?"

Willie: "Yeah."

THE IMPORTANT QUESTION

The professor was delivering the last lecture of the term. He told the students with much emphasis that he expected them to devote all their time to preparing for the final examination.

"The examination papers are now in the hands of the printer," he concluded. "Now, is there any question you would like answered?"

Silence prevailed for a moment, then a voice piped up:

"Who is the printer?"

FROM AN ENGLISH TEST

To the question, "Name a Christian influence in Elizabethan literature," came the answer: "The song, 'Drink to me only with thine eyes.'"

A CHALLENGE

"The menace of American education is no longer the little red schoolhouse; it is the little-read schoolma'am."

"Now, Frank," said the teacher, "you may spell kitten."

"K-i-i-t-t-e-n," slowly he replied.

"No, no!" exclaimed the teacher, "'kitten' hasn't two I's.'"

"Well, ours has," replied the small observer.

"Harry," asked the Sunday school teacher, "what must we do before our sins can be forgiven?"

"That's easy," said Harry, "We must sin."

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Conrad T. Logan, *Editor*
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EDUCATIONAL COMMENT

PUBLIC OPINION AND THE SCREEN

Summarizing the impact of public opinion on the screen as reflected by responsible group leadership, Mr. Will H. Hays, President of the Motion Picture Producers and Distributors of America, itemizes the current demands as follows:

For the continuance and increase of those themes and treatments which emphasize "mankind's long struggle for freedom and the hopes and aspirations of free men everywhere";

For the proper emphasis on our own screens of the theme of Americanism "by pictures that present the strongest measure of hope in their portrayal of stories of success attained through initiative, through perseverance and sacrifice, and through the triumph of man's spirit over material obstacles";

For pictures, treated with realism drawn from life, of the problems of the average man and woman among the rank and file of the people. This is already reflected in the increasing number of successful entertainment films, presented in simple terms and without exaggeration;

For pictures, including shorts and travelogues, which dramatize the home life and habits, the customs and the cultures of all nations and races; for pictures that deal with the great figures of all nations, treated with sympathy and fidelity to historical fact. "American pictures," he says, "serve a world audience. They are universal coinage which must be kept sound and undebased;"

For pictures that will meet to an even larger extent our entertainment responsibilities to our sister Americas, "and at the same time help to erase misunderstanding by portraying their history, ideals, and cultural patterns";

For the continuance and development of the short-subject field, particularly of those pictures which re-create for the present generation the great events and stirring scenes of our nation's history.

THE TEACHER'S IMPORTANCE TO AMERICA

"In the last year two Republics have fallen before the advance squadrons of the Nazis....They died—not by bullets, but by infection....For the new and deadly weapon is propaganda....The two fallen nations teach a great military lesson to America... Their fate proves—that unless guarded—a Nation's soul is more vulnerable than its coast line....The poison battalions seek no open measuring of forces....With a snake's cunning they seek to paralyze the nation by injecting hatred and intolerance into its life-stream....And so on the world front our Navy is no longer our first line of defense....Our fleet combat divisions are the public school teachers....And upon each of them descends a sacred duty....For they must forever dispel darkness by giving early light!...They must meet the poison of race hatred with the inoculation of tolerance.... They must arm each child invincibly with

the Truth!...For in the light of international events their horizon has enlarged.... The school teachers are no longer merely helping children to develop themselves,... They are fighting in the front line trench—for the LIFE—of the Republic!"—Walter Winchell, *Times-Herald,* March 22, 1939.

THE INTERNATIONAL OUTLOOK FOR EDUCATION

"The international outlook in education for the coming year, like the international outlook generally, is bad. The greatest enemy of democracy, Germany, will continue to emphasize the doctrines of Aryan superiority and race solidarity....Splendid teachers...have been driven out of the country on account of race, religion or political beliefs.....Moreover, anti-liberal views on subject-matter, old-fashioned methods of teaching, and rigid discipline have almost everywhere accompanied the appearance of totalitarianism in any country. This is true of the part of Spain under Franco's control, of Japan, and of the new Czechoslovakia.....The next year will probably witness the expulsion of Jewish teachers from the universities of countries hitherto exempt from persecution. The destruction of schools and universities in countries where war will probably continue next year, as in Spain and China, is one of the saddest elements of the educational scene. The destruction of schools and colleges has been immense and it will be many years before those countries can recover from it..."—*Dr. Stephen Duggan.*

THE READING TABLE

Our Changing World. Selected and edited by Sylvia F. Anderson, Martha J. Nix, and Anne E. Windhusen. New York: Harper & Brothers. 1939. 585 pp. $1.75.

This volume, designed for freshmen in their first semester of writing, offers forty-eight recent essays grouped under five headings (Time, Space, and Man; The Conquest of Earth; Building a Better World; The Arts Today; and the Laboratory of Words and Ideas). Many of the essays will serve to orient the reader in matters of science, economics, and sociology; those in the last two sections will stimulate his interest in literature and the arts . A great many teaching suggestions are supplied for each such essay, along with numerous exercises in writing.

Twelve Ways to Build a Vocabulary. By Archibald Hart. New York: E. P. Dutton and Company. 1939. 128 pp. $1.25.

A sprightly little book with twelve chapters suggesting ways to stimulate an interest in words, their derivation, their meaning, their growth, their use and misuse. While Dr. Hart is a little on the cautious side in his attitude toward slang, he restores the book's balance by appreciative recognition of some of the richness of English idiom. Ten challenging vocabulary tests in the spirit of parlor games add to the general appeal this book makes. It deserves a wide use. C. T. L.

Twentieth Century Plays: American. Edited by Frank W. Chandler and Richard A. Cordell. Revised. New York: Thomas Nelson and Sons. 1939. 295 pp. $1.40.

Maintaining that the intellectual level of American drama has risen sharply in the last twenty years, the editors offer here as evidence of its Golden Age seven plays by as many authors: O'Neill's *Anna Christie,* Kaufman and Connelly's *Beggar on Horseback,* Rice's *Street Scene,* Connelly's *The Green Pastures,* Howard's *The Silver Cord,* Behrman's *Rain from Heaven,* and Anderson's *Winterset.*

It is a fine assortment, with discerning introductory statements and bibliographies that are admirable for their brevity. The book is compact in format, too, printed on india paper, and less than half an inch thick. C. T. L.

Activities in General Science. By Samuel P. Unzicker and Benjamin C. Gruenberg. Yonker, N. Y.: World Book Co. 1939. 202 pp. Paper covers, 68 cents.

This well-balanced and logically arranged

series of experiments calling for applications of the information gained in their performance is grouped into eight units with brief titles, each embracing a wider range of subject matter than the titles suggest. The problems are explicit and the experiments well designed to furnish solutions. Directions for conducting the experiments are clear and easily followed. Most of the apparatus needed is easily available and inexpensive. A. M. S.

THEME AND VARIATION IN THE SHORT STORY. Edited by DeLancey Ferguson, Harold A. Blaine, and Wilson R. Dumble. New York: The Cordon Company. 1938. 550 pp. $1.50.

An anthology "built" to illustrate the changes in narrative technique which the short story has undergone during the past century. Thus, three stories illustrate each of ten classifications: Kipling's "The Man Who Would Be King" is classified under Adventure, Poe's "Black Cat" under Psychology, Stevenson's "Lodging for the Night," under History. Other classifications are Humor, Detection, Country, City, War, Social Consciousness, and Reportage.

NEWS OF THE COLLEGE

Announcement of a 100 per cent increase in advance registration of new students for next year and of plans for the addition of eight or ten new members to the faculty was made by President S. P. Duke to approximately five hundred Madison College alumnæ, the largest group ever to return to the campus for home-coming. The occasion was the annual alumnæ luncheon on March 18. Dr. Duke also showed that the further development of the college's physical plant is necessary to meet the increased enrolment.

The home-coming program opened Friday night, March 17, with the Stratford Dramatic Club presentation of Noel Coward's "I'll Leave It To You," directed by Dr. Argus Tresidder of the Speech Department, and assisted by the college orchestra.

At the business session held March 18 Evelyn Watkins, Norfolk, was elected president of the Association, with Jane Epps and Florene Collins Lange, both of Staunton, as vice-president and treasurer, respectively. The secretary for the coming year has not been chosen.

Lafayette Carr, Galax, retiring president of the Student Government Association, and Agnes Arnold, Nassawadox, former chairman of the Social Committee, were "tapped" as queen and maid-of-honor, respectively, of the traditional May Day festival during the assembly hour, March 28. Additional members of the court also "tapped" were Dorothy Grubbs, Olive Johnson, Jane Logan, Judy Uhlin, Elizabeth Rawles, Agnes Craig, Tish Holler, Billie Powell, "Peanut" Warner, Mildred Abbitt, Elizabeth Brown, and Dorothy Day. The queen and her court were elected by the student body.

In the annual fete to be held on Saturday afternoon, May 6, Old English May Day festivities will be reenacted for the approval of the queen and her court.

"Democracy is still a dream and it is for you to carry it forward or let it slip backward," Joy Elmer Morgan, editor of the *Journal of the National Education Association,* told Madison College students, at the regular assembly program, March 26.

"We need in America moral purpose and intelligence to combat power and brutal pagan forces," continued the speaker. "We must adopt love and democracy as our way of life."

Mr. Morgan, prominent educator, author, editor, and lecturer, was completing a two weeks' tour of southern states, during which he had engaged in a number of conferences in behalf of the Future Teachers of America. This movement is sponsored by the National Education Association, and grew

out of the recent observance of the Horace Mann Centennial.

Geraldine Douglass, Grottoes, was chosen by secret vote of the student body to represent Madison College as Princess at the annual Apple Blossom Festival to be held in Winchester on April 27 and 28.

Along with princesses chosen from other colleges and localities in the state, the Madison representative will serve as a member of the Court of Queen Shenandoah XVI.

"Citizens of Virginia must be made to see the need and importance of an adequate educational system," stated R. Hill Fleet, member of the House of Delegates from Lancaster and Richmond counties, in a talk on public education, March 8.

Mr. Fleet pointed out that this state ranks first-rate as a commercial state, has the second highest financial status of all the states, obtains over a hundred million dollars yearly on tourist trade alone, ranking third highest in this respect.

"Yet, in spite of these assets," he continued, "the annual number of crimes is deplorably high. One of the evident reasons for this is the lack of educational, recreational, and religious facilities."

"To bring our educational system up to par would take six or seven million dollars a year, accomplished by increased taxation and the collection of unpaid taxes," he concluded.

Carl Weinrich, well-known organist, gave a recital on Palm Sunday, April 2, his program including numbers by Bach, Buxtehude, Cleramhoult, Sweelinck, Handel, Honegger, James, Vierne, Jepson, and Mulford.

Mr. Weinrich is instructor of organ at Westminster Choir College, and also head of the department at Wellesley College.

A beautiful candle light service held in Wilson Auditorium, March 23, marked the installation of Marie Walker, Kilmarnock, as the new president of the Y. W. C. A. She received the pledge of office from Elizabeth Rawles, Norfolk, retiring president.

In addition to Walker, the new officers include Geraldine Douglass, vice-president; Marjorie Proffitt, secretary; and Margaret Young, treasurer.

The cabinet is composed of Vern Wilkerson, chairman of publicity committee; Margaret Moore, librarian; Mary Davidson, pianist; Frances Barnard, chairman of social committee; Louise McNair, choir director; Dot Nover, organist; Jane Dingledine and Emily Hardie, chairmen of program committee; Pauline Barfield, chairman of art committee; Eleanor Kash, chairman of the social service committee, and Mary Hunter Lupton, chairman of church committee.

Dr. Samuel P. Duke, Madison's president, became the third president of the Rockingham Memorial Hospital by unanimous election at the March meeting of the board of trustees. He succeeds the late Judge T. N. Haas, of Harrisonburg.

The college president has been a member of the board for many years, and has been active in promoting the advancement of the hospital.

Mike Lyne, retiring editor of *The Breeze*, was recently elected president for next year of the Alpha Chi chapter of Kappa Delta Pi, national honorary fraternity. Other officers elected are Geraldine Ailstock, vice-president; Corinne Carson, recording secretary; Geraldine Lillard, corresponding secretary; Charlotte Heslep, treasurer; Bernadine Buck, historian; Rosa Lee Aignor, sergeant-at-arms.

Blue Stone Cotillion Club chose as officers for the coming year Nellie Dunston, Norfolk, as president; Libbie Wilson, Hampton, vice-president; Elinor Mason, Harrison-

burg, secretary; Lorraine Fisher, Bedford, treasurer; Ellen Miner, Meridian, Miss., business manager; Lois Mason, Harrisonburg, sergeant-at-arms; and Nancy Dixon, Winston-Salem, N. C., reporter.

Peggy Weller, Charleston, W. Va., was recently elected president of the German Club. Other officers are Mildred Glass, vice-president; Barbara Haverty, secretary; Margaret Weil, treasurer; Clara Vawter, sergeant-at-arms; Winifred Rew, business manager; and Barbara Ford, reporter.

Dorothy Grubbs, Norfolk, was recently elected president of Lanier Literary Society for the spring quarter. Other officers are Tess Fitzhugh, vice-president; Jean Norwood, recording secretary; Martha Ligon, corresponding secretary; Corinne Shipp, treasurer; Polly Moore, chairman of the program committee; Lois Mason, sergeant-at-arms; Virginia Ann Switzer, critic.

New officers of the Art Club are Kitty Moltz, president; Margaret Weil, vice-president; Betty Whitelegg, secretary; Barbara Gay, treasurer; Virginia Clark, chairman of program committee.

Mu Sigma Mu, formerly Lee Literary Society, recently elected new officers for the coming year. They are Mike Lyne, president; Claire Bricker, vice-president; Jinky West, secretary; and Betty Wise, chairman of the program committee.

Page Literary Society announces the following new officers: president, Judy Brothers; vice-president, Ann Ireland; secretary, Eleanor Hollander; sergeant-at-arms, Linda Padgett; chairman of program committee, Nancy Dick; reporter, Charlotte Beville.

The Modern Dance Club gave a series of three numbers on the Athletic Association program at assembly April 5. The performance, under the direction of Miss Helen Marbut, was highly successful.

Officers of the club are Marguerite Clark, president, and Doris Radskin, secretary. Miss Marbut is director of the group.

Five students received their diplomas at the end of the winter quarter. In the home economics department were Elizabeth Alexander, Waverly Hall, Georgia; Virginia Burton, Saxe, Virginia; and Nancy Roberts, Abingdon; in the elementary curriculum were Margery Stoutamyre, Mount Solon, and Francene Hulburd, Albany, N. Y.

Alexander is teaching with the N. Y. A. group at Farmville, and Hulburd is now helping in the office of the dean of women here.

Lafayette Carr, Galax, a student of Mrs. Clara Whipple Cournyn, gave a voice recital on March 31, assisted by the Glee Club, under the direction of Miss Edna T. Shaeffer, and the orchestra, conducted by Clifford T. Marshall.

Almeda Greyard, Norfolk; Anna Jane Pence, Arlington; and Evelyn Jefferson, Federalsburg, Md., have been elected to lead next year's senior, junior, and sophomore classes, respectively.

The junior class has completed its election of next year's officers, with Betty Lou McMahan as vice-president; Charlotte Heslep, secretary; Geraldine Ailstock, treasurer; Winnie Rew, business manager; Dorothy Moore, sergeant-at-arms; and Peggy Weller, reporter.

ALUMNAE NOTES

The large and gratifying outpouring of alumnæ for Home-Coming on March 17 and 18 enabled the alumnæ secretary to secure a reasonably accurate list of many former students, including some whose addresses and whose major interests have

strayed away from the schoolroom since they left college.

About four hundred are listed here by classes. Every class, beginning with 1912, was represented at Home-Coming, and we are publishing the names of all these members of the Alumnæ Association, omitting only those in the class of 1939, who are still seniors in college. The enrolment by classes was:

1912— 1	1921— 6	1931—13
1913— 1	1922— 2	1932— 9
1914— 5	1923— 5	1933—25
1915— 1	1924— 7	1934—21
1916— 1	1925— 2	1935—36
1917— 3	1926— 2	1936—31
1918— 3	1927— 4	1937—58
1919— 7	1928—20	1938—75
1920— 4	1929—29	1939—67
	1930—15	

1912

Mrs. C. B. Stickley (Pearl Haldeman), Box 26, Vaucluse.

1913

Mrs. L. L. Davis (Elizabeth Kelly), Waynesboro.

1914

Anna R. Allen, Y. W. C. A., Baltimore, Md.
Florence E. Allen, 411 Courtfield Street, Winchester.
Mrs. C. C. Lynn (Neville Dogan), Manassas.
Mrs. Franklin McCue (Mary Dudley), R. 4, Staunton.
Elizabeth L. Mitchell, Bedford.
Mrs. Denny Fringer (Mary Silvey), Amissville.

1915

Mrs. R. C. Dingledine (Agnes Stribling), Harrisonburg.

1916

Mrs. A. N. Fray (Lucille Early), Advance Mills.

1917

Emma E. Byrd, Harrisonburg.
Rachel Weems, Harrisonburg.
Lois Yancey, Harrisonburg.

1918

H. Mae Hoover, 507 Westover Avenue, Roanoke.
Mrs. C. L. Rush (Flossie Grant), McGaheysville.
Mrs. F. C. Switzer (Mamie Omohundro), Harrisonburg.

1919

Mrs. Thomas Brock (Virginia Zirkle), Harrisonburg.
Mrs. Saylor Hoover (Ruby Brill), Timberville.
Mrs. Ralph Hoover (Helen Hopkins), Timberville.
Mrs. Frank Aigner (Elizabeth Miller), R. 6, Richmond.
Virginia Nelson, R. 5, Richmond.
Mrs. E. H. Kohl (Eva Rooshup), R. 5, Richmond.
Ruth Witt, 1101 First St., S. W., Roanoke.

1920

Lelouise Edwards, 509 Chestnut St., Norfolk.
Mrs. H. E. Garber (Dorothy Spooner), Harrisonburg.
Mrs. R. C. Motley (Tita Bland), 1321 Patterson Ave., Roanoke.
Mrs. T. R. Rolston (Margaret Proctor), New Hope.

1921

Mrs. C. R. Hite (Marie Kilby), Peola Mills.
Mrs. Edgar Howard (Kathryn Wilson), Harrisonburg.
Mrs. C. L. Jennings (Toppy Bottom), 3305 First Ave., Richmond.
Mrs. W. G. LeHew, Harrisonburg.
Mary Thrasher, Bridgewater.
Mrs. Wirt Wise (Margaret Lewis), Harrisonburg.

1922

Margaret Mackey, Harrisonburg.
Frances Sibert, Harrisonburg.

1923

Roselyn Brownley, 1712 Springfield Ave., Norfolk.
Helen M. Carter, R. 21, Staunton.
Elizabeth Collins, 254 Florence Ave., Waynesboro.
Mrs. A. L. Garber (Edith Cline), Harrisonburg.
Mrs. V. F. Ryan (Violetta Davis), Harrisonburg.

1924

Virginia Beverage, Harrisonburg.
Helen N. Leitch, 414 Maple Ave., Covington.
Mrs. H. G. Oliver (Elizabeth Richardson), Chatham.
Mrs. B. P. Pettus (Delia Leigh), 309 North St., Portsmouth.
Lila Lee Riddell, The Fairfax, Philadelphia, Pa.
Florence Shelton, 300 W. Main St., Moorestown, N. J.
Mrs. J. E. Singletary (Corraleigh Jones), Gordonsville.

1925

Clyde G. Carter, 2305 Hanover Ave., Richmond.
Leanor Wilson, 1139 E. Ocean View Ave., Norfolk.

1926

Janie McGehee, Augusta Springs.
Hanna Via, Free Union.

1927

Mrs. W. W. Bird (Margaret Pence) 500 S. Stewart St., Winchester.
Mrs. L. M. Heatwole (Lucille McLaughlin), Harrisonburg.

Mrs. William Lineweaver (Virginia Hinton), Harrisonburg.
Elizabeth Mason, 1442 Gallatin St., N. W., Washington, D. C.

1928

Mildred (Bill) Alphin, Lexington.
Mrs. H. D. Bennett (Cameron Phillips), 281 E. Market St., Chatham.
Mrs. C. E. Boyd (Virginia Harvey), R. 7, Box 120, Roanoke.
Virginia I. Brumbaugh, 1328 Campbell Ave., W. Roanoke.
Mrs. T. M. Cole (Lucy Taylor), Waynesboro.
Margaret Chandler, Harrisonburg.
Jane Eliason, Harrisonburg.
Lucy G. Faulkner, Harrisonburg.
Mary Ellen Fray, Madison.
Mrs. Johnson Fristoe (Virginia Robinson), 12 Maple Rd., Linthicum Heights, Maryland.
Gladys Goodman, Harrisonburg.
Mrs. R. T. Hering (Ethel Shoemaker), Harrisonburg.
Mrs. J. M. Jett (Frances Cabell), Nineveh.
Elizabeth Malone, 324 Grandin Rd., Roanoke.
Katherine B. Manor, Potomac St., Brunswick, Md.
Mrs. J. N. Ochs (Edna Holland), 698 Cork St., Winchester.
Mrs. Bernice Mercer Simpson, 1138 Rockbridge Ave., Norfolk.
Mrs. M. M. Sipe (Sarah Milnes), McGaheysville.
Mrs. D. C. Stickley (Katherine Sproul), Harrisonburg.
Mrs. R. M. Willis (Mary McNeil), Culpeper.

1929

Mrs. J. H. Andrews, Jr. (Selma Madrin), 821 Prospect Ave., Pulaski.
Kathryne Barham, 398 North St., Portsmouth.
Margaret Bottom, 3210 Third Ave., Richmond.
Charlotte Byers, Harrisonburg.
Mrs. Hobart Clough (Charlotte Hagan), 1800 Queens Lane, Arlington.
Margaretta Coffman, Dale Enterprise.
Charlotte E. DeHart, 13 Shirley Ave., Winchester.
Jeannette Duling, 628 Linden Ave., Portsmouth.
Mrs. C. A. Earman (Catherine Yancey), Harrisonburg.
Mrs. Wallace L. Greaver (Ruth Hill), 910 E. Jefferson St., Charlottesville.
Mrs. W. Hamilton (Lestelle Barbour), Masonic Home, Richmond.
Wintie M. Heatwole, Dayton.
J. Constance Henry, Harrisonburg.
Janet E. Houck, Harrisonburg.
Eleanor Mecartney, 620 S. Stewart St., Winchester.
Mrs. J. G. Moffett (Florence Reese), Bridgewater.
Mrs. Ethel Golden Ramey, Slate Mills.
Mrs. Gilbert Rosenberger (Odelle Bean), Franklin Heights Apt. 8-P, Franklin Rd., Roanoke.
Mrs. T. J. Sullivan (Thelma Simmons), 609 S. Buchanan St., Arlington.
Mrs. P. M. Smith (Catherine Ellis), 401½ Clifford St., Portsmouth.
Mrs. Mary Finney Smith, 1605 Lake Front Ave., Richmond.
Henrietta Sparrow, Stuart Hall, Staunton.
Mrs. S. G. Taylor (Frances Bass) Box 444, Pulaski.
Margaret Thompson, Harrisonburg.
Viola E. Ward, Mechums River.
Mrs. J. T. Wilson (Sallie Cox), Blairs.
Evelyn Wolfe, R. M. Hospital, Harrisonburg.
Mary Louise Yancey, Glenn Dale, Md.
Mrs. T. L. Yancey, Jr. (Janet Biedler), Harrisonburg.

1930

Mary Brown Allgood, Apt. 105, Argyle Bldg., Findlay, Ohio.
Artie Andes, Fort Defiance.
Mrs. U. R. Deal (Elizabeth Dixon) R. 2, Portsmouth.
Gertrude Drinker, 516 Lyric Bldg., Richmond.
Mrs. M. A. Eddy (Madeline Anderson), 13 Shirley St., Winchester.
Maude Forbes, Gallinger Hospital, Washington, D. C.
Virginia Hamilton, Augusta Springs.
Mrs. A. N. Holmes (Isabelle DuVal), Harrisonburg.
Mrs. J. L. Heatwole (Elizabeth Hopkins), Harrisonburg.
Helen Lineweaver, Y. W. C. A., Washington,D. C.
Mrs. D. R. Monsees (Frances Beidler), Harrisonburg.
Stella D. Moore, Berryville.
Mrs. Charles Nelson (Nancy Sublett), Harrisonburg.
Mrs. J. S. Omohundro (Elizabeth Davis), Gordonsville.
Alice Hawes Pollard, Boscawen St., Winchester.

1931

Nellie M. Cowan, 504 Clifton St., Norfolk.
Madeline English, Greenville.
Mrs. Robert Ford (Rebecca Emory), 118 Nelms Ave., Norfolk.
Mrs. James Gunter (Evelyn Wilson), 608 Lancaster Rd., Richmond.
Mrs. T. T. Hering (Christine Long), 453 Main St., Waynesboro.
Mary W. Holter, R. 5, Frederick, Md.
Mrs. Beulah Comer Huffman, Stanley.
Delphine Hurst, 402 Elm Place, Norfolk.

Mrs. W. E. Lange (Florence Collins), 203 St. Clair St., Staunton.
Mrs. J. N. Rogers (Julia Becton), Harrisonburg.
Mrs. R. E. Smithey, (Eleanor Wrenn), 214 East King St., Strasburg.
Mrs. W. G. Talmadge (Anne Trott) Box 636, Succasunna, N. J.
Catherine Wampler, Harrisonburg.

1932

Virginia L. Coffman, Edinburg.
Mrs. S. M. Dingledine (Brownye Linhos), 245 Churchville Ave., Staunton.
Kathryn Funk, Finksburg, Md.
Catherine Howell, Low Moor.
Virginia Hunter, 168 Gray St., Danville.
Margaret Martz, New Market.
Mrs. S. A. Mosely (Elizabeth Gatewood), 1108 Main St., Danville.
Anna Lyons Sullivan, Harrisonburg.
Mrs. Orville Wake (Jane Maphis), Gordonsville.

1933

Lillian Alexander, 113 Walnut St., Covington.
Mrs. Way Bird (Marjorie Lutz), Mt. Jackson.
Bernice Bowden, Red Hall.
Margaret Campbell, Brook Hill, Richmond.
Isabell Cordell, Fairview Blvd., Norfolk.
Lucy Lee Coyner, Waynesboro.
Margaret Lackey, Jefferson St., Lexington.
Hope Landes, Bridgewater.
Mrs. A. Lassiter, Jr. (Piercy Williams), 619 Roseneath Rd., Richmond.
Mrs. Golden Liskey (Emily Bushong), R. 3, Harrisonburg.
Myrtle Manby, 1244 W. 44th St., Norfolk.
Catherine Manke, 25 Willow St., Norfolk.
Mrs. J. A. Manuel (Elizabeth Showalter) 617 Sixth St., N. E., Washington, D. C.
Ruth E. Miller, Harrisonburg.
Velma Miner, Flint Hill.
Mrs. T. H. Motley (Virginia Page Bass), 618 West 31st St., Richmond.
Ruby Owen, Oakton.
Emma Jane Shultz, 907 Springhill Rd., Staunton.
Mrs. Evelyn Compton Tanner, Slate Mills.
Barbara Via, Earlysville.
Louise Watkins, 2607 Edgewood Ave., Richmond.
Eddie Williams, Harrisonburg.
Alice Williamson, 227 34th St., Norfolk.
Katherine A. Wilson, Harrisonburg.
Mrs. Julia Evans Zehring, Mt. Jackson.

1934

Mrs. H. A. Bartlett (Alice Moon), 1401 Columbia Rd., N. W., Washington, D. C.
Mrs. C. C. Byers (Peggy Mears), Belle Haven.
Mary Lee Dovel, Woodstock.
Virginia Earman, Keezletown.
Lillian M. Flippo, Suffolk.
Grace Hart, 319 S. 2nd St., Baltimore, Md.
Margaret Morrison Herd, 205 N. Plum St., Richmond.
Ocie Huffmond, 304 Church St., Danville.
Mrs. A. L. Jones (Frances Whitman), 17 Glen Road, West Orange, N. J.
Lillian Lambert, Berryville.
Frances LaNeave, 302 W. Franklin St., Richmond
Rosa E. Long, Mt. Crawford.
Catherine Martz, New Market.
Rachel Rogers, 6713 N. 25th St., East Falls Church.
Clare A. Snead, Moseley.
Mary R. Spitzer, 541 Walnut Ave., Waynesboro.
Elizabeth Warren, Box 235, Route 2, Lynchburg.
Evelyn V. Watkins, 915 E. 26th St., Norfolk.
Mrs. D. M. Welberger (Elizabeth Burner), Grottoes.
Hazel Wood, 3402 Wilson Blvd., Arlington.
Ora D. Yago, 204 Main St., Covington.

1935

Mary Page Barnes, New Market.
Catherine Bauserman, Harrisonburg.
Angie Beckner, Putney, W. Va.
Ruth Bowman, Mt. Jackson.
Gladys Charlton, 495 W. 30th St., Norfolk.
Brownie Frances Comer, Stanley.
Theodora C. Cox, Millwood.
Samuella H. Crim, New Market.
Anne Davies, 431 N. Kenmore St., Arlington.
Elizabeth Firebaugh, Fairfield.
Geraldine Fray, Greenwood.
Mrs. R. H. Gleason (Rebecca Snyder), Waynesboro.
Margaret Hall, Mission Home.
Hazel Holter, Frederick, Md.
Charlotte Homan, Harrisonburg.
Pearl Kiester, Staunton.
Katherine Liggett, Churchville.
Betty McCraw, Port Republic.
Virginia McNeil, Fishersville.
Grace E. Madden, Covington.
Mrs. Charles Blackley (Catherine Matthews), Harrisonburg.
Josephine L. Miller, Port Republic.
Saunders Miller, 700 View Ave., Norfolk.
Bela Outlaw, 1411 Palymra Ave., Richmond.
Jessie Phillips, 811 Taylor St., Washington, D. C.
Frances Pigg, 1419 Decatur St., N. W., Washington, D. C.
Maude Poore, Fife.
Lois Robertson, Harrisonburg.
Emeleen Sapp, Berwyn, Md.
Janie Seay, Scottsville.
Ruth Shular, 6500 Huntington Ave., Newport News.
Marian C. Smith, 532 W. Riverside, Covington.

Eleanor Studebaker, 1309 N. Edgewood St., Arlington.
Mrs. O. R. Thornhill (Ruth McNeil), Culpeper.
Anna Lee Tutwiler, Harrisonburg.
Mrs. R. H. Wilkins, Harrisonburg.

1936

Virginia Anderson, Warren.
Lurline Barksdale, Brookneal.
Fannie Rowe Brown, 4006 Grove Ave., Richmond.
Juanita Carmack, Bristol.
Sarah E. Cooper, 463 W. Water St., Princess Anne.
Annie Cox, Virginia Ave., Salem.
Bertha Durrer, Greenwood.
Virginia Easterly, Lebanon.
Jane Epps, 522 W. Frederick St., Staunton.
Etta F. Evans, 17 Grafton St., Chevy Chase.
Mrs. C. R. Gatling (Virginia Lewis) 115 W. 28th St., Norfolk.
Frances Grove, Harrisonburg.
Dorothy Hamilton, West Augusta.
Flora Heins, 3207 Seventh St., Arlington.
Mrs. P. H. Hockman (Belle Krieger), S. Washington St., Winchester.
N. Elizabeth Huffman, 117 Prince Henry Avenue, Hopewell.
Lina Keesee, R. 2, Richmond.
Virginia Lee, Harrisonburg.
Bernice Gay Long, 130 Ott St., Petersburg.
Nancy Mason, Saint Paul.
Mrs. L. A. Rodert (Elizabeth Schumacker), 129 Pochin Place, Hampton.
Sophia Rogers, 421 Mt. Vernon Ave., Portsmouth.
Mrs. George Runkle (Blandene Harding), Du Pont Blvd., Waynesboro.
Mrs. E. C. Galda (Mary Sampson), 54 Pershing Ave., Yonkers, N. Y.
Florence E. Stearns, 1136 Avenue C, Bayonne, N. J.
Mrs. M. G. Stoutamyre (Hazel Hamrick), Mt. Solon.
Margaret E. Thompson, Box 938, Lexington.
Elizabeth Thweatt, Covington.
Bessie Watts, Burkeville.
Frances E. Wells, Harrisonburg.

1937

Katherine Beale, Chuckatuck.
Dorothy Beaver, 202 E. 41st Street, Norfolk.
Louise Bishop, 397 N. Cleveland St., Richmond.
Maxine Bowman, Mt. Jackson.
Leah Boyts, Dayton.
Frances V. Buck, 595 N. Fourth St., Wytheville.
Juanita Clowers, 366 Barber Drive, Charleston, W. Va.
Mary Coleman, Harrisonburg.
Grace Comer, Shenandoah.
Kathleen Cowden, 645 Maple Ave., Waynesboro.
Marie Craft, Goshen.
Mrs. C. R. Dorrier, Jr. (Alice E. West), 3321 Patterson Ave., Richmond.
Mary L. Dougherty, 390 Scarsdale Rd., Crestwood, Yonkers, N. Y.
Viola Dovel, Fry's Springs Rd., Charlottesville
Catherine Driver, New Market.
Ethel Driver, Mt. Sidney.
Evelyn Lee Faught, R. 1, Elkton.
Louise Faulconer, 1414 N. Jackson St., Arlington.
Lucille Fawley, New Market.
Nancy Jane Ferretti, 102 Touraine Ave., Port Chester, N. Y.
Fleta Funkhouser, Esmont.
Daisy Mae Gifford, Westminster Choir College, Princeton, N. J.
Jessie M. Goodman, 420 Main St., Covington.
Josephine Gutshall, Monterey.
Craddock Hamersly, Burkeville.
Virginia Heyl, Harrisonburg.
Elizabeth Hickerson, Davis, W. Va.
Patricia Hogan, 1471 W. 9th St., Brooklyn, N. Y.
Eleanor Holtzman, Mt. Jackson.
Mollie Sue Hull, Goshen.
Susie Jeffress, Fairfield.
Bertha Jenkins, Richmond Dairy Council, Richmond.
Catherine Jolly, Ivor.
Mrs. Elsie Powell Judy, Shenandoah.
Mary R. Knight, R. F. D. 4, Norfolk.
Mrs. H. C. Long (Elsie Grove), Dayton.
Sara E. McCormick, Spottswood.
Virginia D. McCue, 456 W. Leicester St., Winchester.
Eleanor L. McKnight, Milford Memorial Hospital, Milford, Del.
Mrs. A. M. McLaughlin (Betty Martin), Lyle Apts., Waynesboro.
Mrs. P. W. Rose, (Mary Cox), Champe.
Carrie Roane, Tidemill.
Sue Belle Sale, Fairfield.
Mrs. Talfourd Shomo (Mary Porter), Harrisonburg.
Audrey K. Slaughter, 2809 Venable St., Charleston, W. Va.
Alpha Spitzer, Broadway.
Mrs. P. C. Spitzer (Martha Mason) Harrisonburg.
Ellen M. Stanford, 846 W. 41 St., Norfolk.
Margaret W. Tisdale, Amelia.
Elizabeth Treadwell, 155 Bolling Rd., Atlanta, Georgia.
Margaret Turner, Manassas.
Nancy Turner, 501 Maryland Ave., Norfolk.
Julia Van Horn, 933 McCormick St., Clifton Forge.

Martha J. Wratney, 1317 Iten St., Pittsburgh, Pa.
Mrs. Charles Weaver (Martha L. Way), Harrisonburg.
Mary Virginia White, Quinque.
Frances Wilkins, Blue Ridge Sanatorium, Charlottesville.
Virginia Wine, Harrisonburg.
Audrey Woodroof, Millboro.

1938

Ila Arrington, 421 Oak St., Blackstone.
Eleanor Ayres, Alexandria.
Lottie Ayres, Arvonia.
Edith M. Agner, 145 Wills St., Covington.
Mrs. Frances Jenkins Bagnell, 4005 Cutshaw Rd., Richmond.
Agnes Bargh, Leesburg.
Rebekah Bean, Buchanan.
Virginia May Becker, 20 Centre Hill, Petersburg.
Virginia Blain, Madison College, Harrisonburg.
Rebecca Bowers, Camilla Ave., Roanoke.
Virginia Burton, Saxe.
Peggy Byer, Hagerstown, Md.
Betty Reese Coffey, 528 Riverside, Covington.
Eleanor A. Cole, 700 Raleigh Ave., Norfolk.
Margaret Comer, Shenandoah.
Mary E. Coyner, Staunton.
Sara M. Curtis, 3237 Cline St., Covington.
Mary Ella Carr, Fairfax.
Isabelle Dunn, Free Union.
Elizabeth Ellett, Elkton.
Louise Ellett, Jennings Ordinary.
Elizabeth Ford, Church Road.
Mildred Garrison, 644 N. Jackson St., Arlington.
Margaret Glover, North Garden.
Blanche Griffen, Berryville.
Ann Hamilton, 3211 Barton Ave., Richmond.
Helen W. Hardy, Harrisonburg.
Anne Harris, Abingdon.
Marguerite Holder, 201 Gray Court Apt., Winston-Salem, N. C.
Mary Ann Holt, 219 N. Oakland St., Arlington.
Lettie Huffman, Richlands.
Mary Hutzler, Rockingham.
Virginia Jackson, 920 13th St., Huntington, W. Va.
Lorraine Johnson, P. O. Box 85, Clifton Forge.
Eugenia King, 421 Oak St., Blackstone.
Ruth V. Kiracofe, Harrisonburg.
Sarah Lay, Mt. Clinton.
Charlotte S. Landon, Gloucester.
Mrs. Raymond Leighty (Maxine Cardwell), 355 College Ave., College Park, Md.
Charlotte Liskey, Harrisonburg.
Margaret Mende, Cheltenham, Md.
Helen McMillan, Esmont.
Fannie E. Millen, 415 N. Madison Ave., Watkins Glen, N. Y.
Mildred V. Miller, Harrisonburg.
Edith Moore, Aurora, N. C.
Dollie F. Mott, Harrisonburg.
Lena Mundy, Waynesboro.
Rebecca Myers, Keezletown.
Mildred Nash, Blackstone.
Dorothy Newman, Blackstone.
Elizabeth Patterson, 154 Cherokee Rd., Hampton.
Evelyn Patterson, Harrisonburg.
Dolores Phalen, Blackstone.
Mrs. Clark Poole (Helen Norton), The Calvert, Hagerstown, Md.
Susan Quinn, Box 446, Richlands.
Hazel Ritchie, Bealeton.
Mary Sale, Fairfield.
Helen Shuler, 541 Walnut Ave., Waynesboro.
Fannie Slate, 220 Starling Ave., Martinsville.
Dorothy M. Slaven, Harrisonburg.
Martha E. Smith, Harrisonburg.
Mary Ellen Smith, 319 N. Lexington St., Covington.
Wanda Spencer, Edom.
Jennie B. Spratley, Dendron.
Annie Lee Stone, 250 Broad St., Portsmouth.
Agnes Thompson, Box 938, Lexington.
Virginia C. Turnes, Amelia.
Elizabeth Van Dyck, 320 Fourth St., Portsmouth.
Evelyn Vaughan, Ruffner Place, Lynchburg.
Lurline Walker, Bedford.
Edna Wampler, Harrisonburg.
Frances Ward, Germantown, Md.
Virginia Warren, Morrison.
Vivian Weatherly, R. 1, Portsmouth.
Nancy White, Third St., Pulaski.
Vada Whitesel, Harrisonburg.

OUR CONTRIBUTORS

MARIE E. ALEXANDER, formerly supervisor of the first grade in the Madison College Training School, is now working toward the doctorate at Teachers College, Columbia University. Miss Alexander holds the M.A. from George Peabody College for Teachers.

MARY EVELYN WATKINS, who is an M.A. of Teachers College, Columbia University, is first-grade supervisor in the Madison College Training School.

MARGARET PITTMAN is a senior in Madison College, and wrote this paper after completing her student teaching under the direction of Miss Jane Eliason.

PAUL HOUNCHELL, assistant director of the Training School and professor of education in Madison College, completes here the series of articles in which he analyzes the American educational system.

FILM ESTIMATES

The National Committee on Current Theatrical Films gives three ratings: A, for discriminating adults; Y, for youth; and C, for children. These estimates are printed by special arrangement with *The Educational Screen,* Chicago.

BLONDIE MEETS THE BOSS (Lake, Singleton, Larry Simms) (Colum) Second in comic-strip series. Domestic comedy of nonsense and slapstick. Engaging little dog and Baby Dumpling, talking far beyond his years, steal picture. Little spark or ability in rest of cast. Fun if you laugh easily.
(A) Elementary (Y) Fair (C) Good

BOY TROUBLE (Ruggles, Boland, .Billy Lee) (Para) Usual Ruggles-Boland twittering farce with rather more human appeal. Endless trials dog poor, crotchety salesman, still his wife adopts two orphans. He fights hard, but sentimental pressure wins out and sudden, improbable, happy ending comes.
(A) Good of kind (Y) Prob. amus. (C) Doubtful

CAFE SOCIETY (Madeleine Carroll, Fred MacMurray) (Para) Expert picture of flippant, sophisticated "playboy" life, incessant wisecracks with appearance of wisdom but no evidence, built round wrangling love affair and snap marriage. Elegantly cheap, blase, unwholesome living made alluring. Carroll notable.
(A) Very good of kind (Y) (C) By no means

CHARLIE CHAN IN HONOLULU (Sidney Toler) (Fox) Toler's first role as Chan quite worthy of the late Warner Oland. Suave, clever solution of two murders on board Hawaiian freighter is pleasantly puzzling. Two of his thirteen children help. Wild animal comedy absurdly out of place.
(A) Good of kind (Y) Good (C) If not too excit'g

EDGE OF THE WORLD (John Laurie, Belle Chrystall) (Pax) Fine British documentary study of life on rocky, barren island off Scotland. Absorbing human drama of romance and conflict between two families interwoven with stirring portrayal of inhabitants' losing struggle for existence and final exodus. Superb photography.
(A) Notable (Y) Mature (C) Too heavy

FOUR GIRLS IN WHITE (Florence Rice, Kent Taylor) (MGM) Nurse-training in hospital shown vividly, and at length. Then story turns "melo." Heroine, whose cheap ideals and tactics at first succeed, is supposedly reformed by preposterous flood climax. Some good realism ruined by absurd melodrama.
(A) Hardly (Y) Better not (C) No

HUCKLEBERRY FINN (Mickey Rooney) (MGM) Serious and fairly successful attempt at true filming of Mark Twain classic in proper tempo, times and settings. Director Thorpe has managed to suppress most of Mickey's usual antics and a quite convincing "Huck" results. Near-execution of Jim made pretty strong.
(A) Fairly good (Y) Good (C) Strong but good

MADE FOR EACH OTHER (Jas. Stewart, C. Lombard) (UA) Realistic domestic comedy of husband, job, wife, baby, slim income, and mother-in-law. Very well done, but realism suffers by bits more funny than true (only greatest acting can keep balance) and jarring melodramatic finish.
(A) Very good of kind (Y) Mature (C) No

MIDNIGHT (Colbert, Ameche, J. Barrymore, Lederer) (Para) Gay, smartly set, farce comedy, built round fortune-seeking American heroine stranded in Paris. Very amusing in dialog and sophisticated comedy situations, but obvious absurdities and prolonged exaggerations in latter half, serious flaws. Deft role by Barrymore.
(A) Very good of kind (Y) Sophisticated (C) No

PAGLIACCI (Richard Tauber, Steffi Duna) (G-B) Sincerely acted film version of famous opera, telling tragic story of jealousy and murder. Excerpts from original finely sung in English by Tauber. Photographically appealing, but final scenes in Technicolor rather ineffectual.
(A) (Y) Good of kind (C) No interest

PEG OF OLD DRURY (Neagle, Hardwicke) (Tri-Nat'l) Fine English production, telling absorbing tale of rise to fame of the Irish actress, Peg Woffington, and her romance with David Garrick. Unconventional situations handled with dignity and restraint. Delightful characterizations, interesting 18th century settings and costumes.
(A) Excellent (Y) Mature (C) No interest

STAGECOACH (Trevor, Wayne, Thos. Mitchell) (UA) A mere stagecoach travel-episode in Indian days skillfully spun into tense, sensational Western melodrama of varied character interest, fine scenery and unlimited thrills. Historical value marred by exaggeration, impossibilities, and overdone sound and background music.
(A) Fine of kind (Y) Tense thriller (C) No

SWEETHEARTS (MacDonald, Eddy, and outstanding cast) (MGM) Victor Herbert's music, beautifully sung and played in gorgeous settings. Rest is welter of torrential color, incessant sound, dizzying action. Charming original is hectically "modernized" with jazz tempos, fashion show, and is tiringly long.
(A) Disappointing (Y) Prob. good (C) No int.

YES, MY DARLING DAUGHTER (Priscilla Lane, Roland Young, Lynn, Bainter, Robson) (Warner) Finely acted, very "modern" highly amusing film from stage play, of daughter adopting trial marriage despite family opposition. All comes out well and "family sees the light." Notable character roles by all save hero.
(A) Very good of kind (Y) By no means (C) No

YOU CAN'T CHEAT AN HONEST MAN (Fields, Bergen, McCarthy) (Univ) Fields, with all old tricks and few new, is crooked head of traveling circus, sheriff at his heels. Bergen and McCarthy are chief sideshow attraction. Rowdy slapstick, crazy adventures, and much Fields submerge flimsy plot.
(A) Depends on taste (Y) (C) Prob. quite amusing

WINGS OF THE NAVY (Brent, de Havilland, John Payne) (Warner) Navy aviation's high ideals and serious activities at Pensacola and San Diego splendidly shown in experiences of three enlisted men. Mild romance included, with hero nobly giving up his fiancee to younger rival. Reasonable thrills.
(A) (Y) Very good of kind (C) Probably good

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